



# Look inside a Foundation Decodable Reader

This **core** book is for the focus grapheme **w**.

Don't forget to also check out the support and extended books for this grapheme.



## Warm Up

Say the sound, then read the words.

See page 16 for tips on supporting students during reading.



win	web
wag	wet

Read the Special Word.

was

# Cop Dog and the Web



Written by  
**Nicole Forrest & Mary Serenc**

Illustrated by  
**Anna Stubberfield**

**firefly**  
EDUCATION

Firefly Education Pty Ltd  
PO Box 634, Buderim, Qld 4556 Australia  
Gubbi Gubbi/Kabi Kabi Country  
www.fireflyeducation.com.au

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In the spirit of reconciliation, Firefly Education acknowledge the Traditional Custodians of Country throughout Australia and their continued connections to the lands where we live, learn and work.

The web has a big rip  
in it.

Sample



Cop Dog has a look  
at the web.




Look at  
my web!

Was it you, Hen?

No, I was  
in my pen.





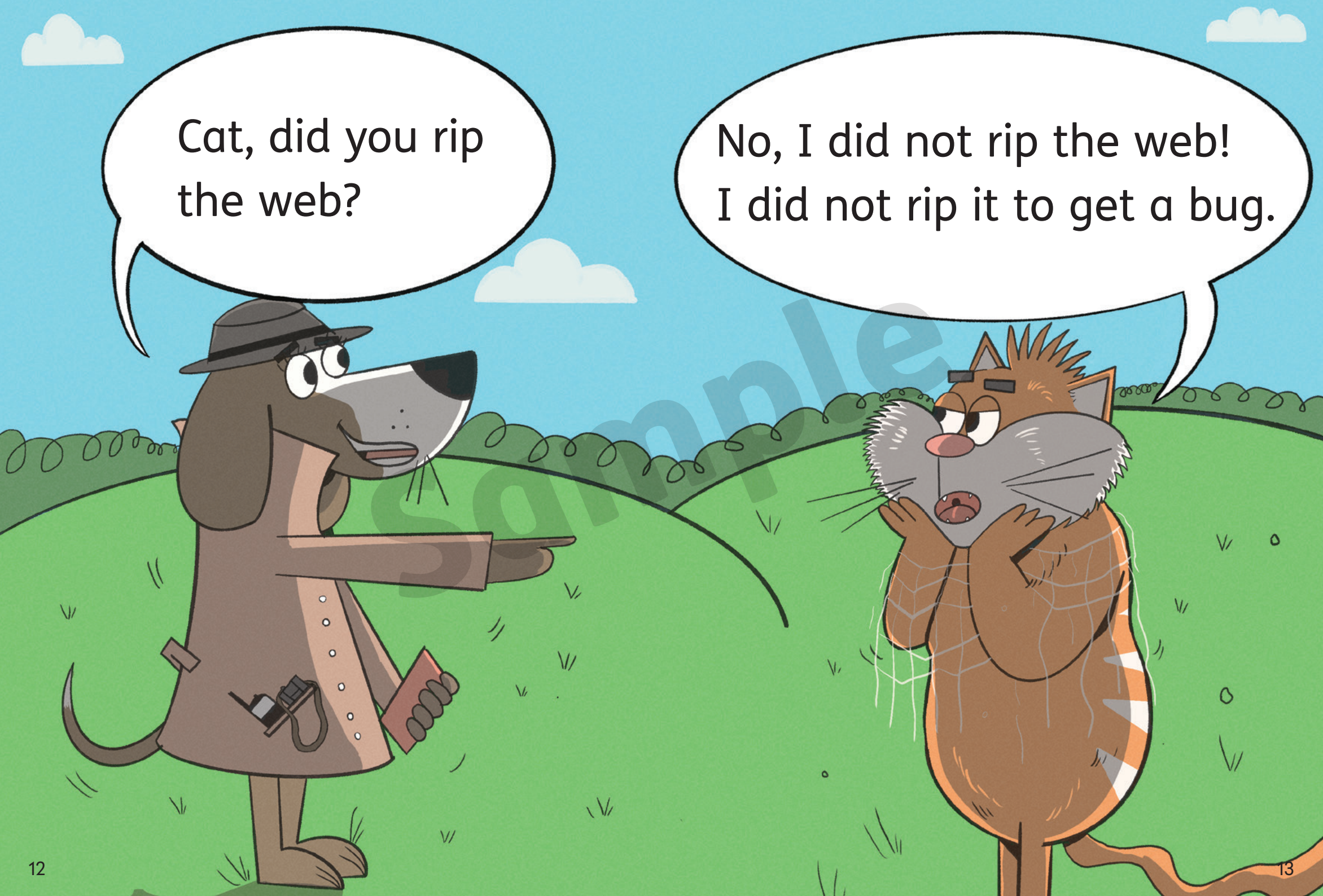
Did you rip  
the web, Rat?

No, I was in  
my bed.



Was it you, Pig?

No, I was in the mud.

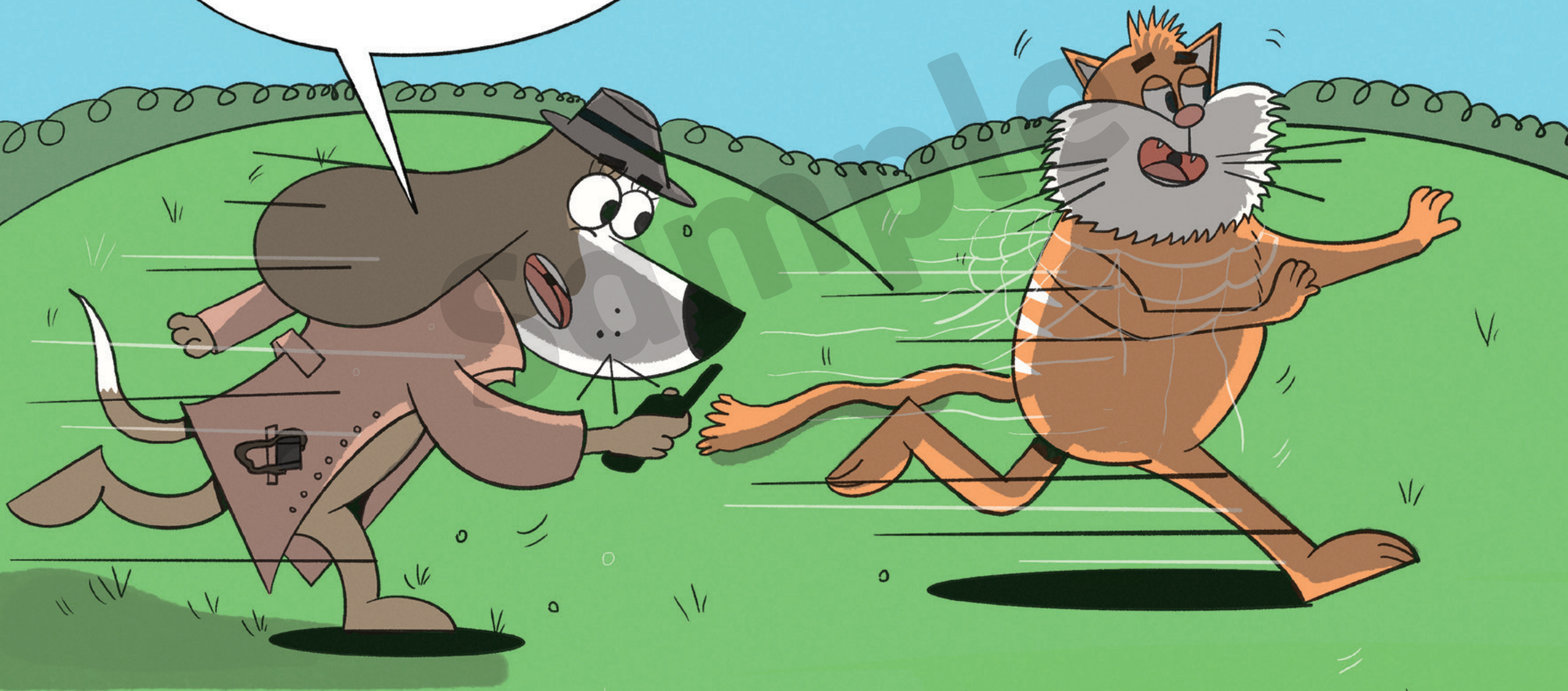


Cat, did you rip the web?

No, I did not rip the web!  
I did not rip it to get a bug.



Cat is on the run!



## Book Chat

1. What happened to Spider's web? (page 2)
2. Who did Spider call for help? (page 3)
3. Who did Cop Dog question about the web? (pages 6–13)
4. Who ripped Spider's web? How do you know? (page 13)
5. Why did Cat run away?
6. Cat lied to Cop Dog about the web. Do you think that was the right thing to do? Why/Why not?

## How to Support Students During Reading

### Encourage Sounding Out

If a student is stuck on a word, prompt them to say the sound for each grapheme and blend the sounds together.

Avoid asking the student to guess a word from the first letter or pictures.

### Explain Special Words

Special Words are more difficult to sound out. If a student is stuck on a Special Word, explain how to read the word and model it for them. For example, for the word *was*, you could say: 'This word is tricky because the **a** shows /o/ and the **s** shows /z/. Watch me read it: /w/, /o/, /z/, was.'

### Correct Errors

If a student makes an error, stop and correct. For example, if a student reads *bag* as *bat*, you could:

- Repeat the error back to the student: 'Bat? Is this word bat?'
- Point to the part of the word they read incorrectly: 'This **g** shows /g/. Read the word again.'

### Discuss Word Meanings

Pause to discuss the meaning of unfamiliar words and words with multiple meanings.

## About Foundation Decodable Readers

These books each feature one or more focus graphemes and should only be read after the associated Sound Waves Spelling lesson. There are three levels of difficulty.

**Support** CVC words 20–75 words

**Core** CVC words 25–130 words

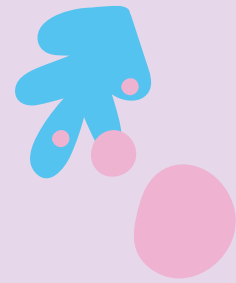
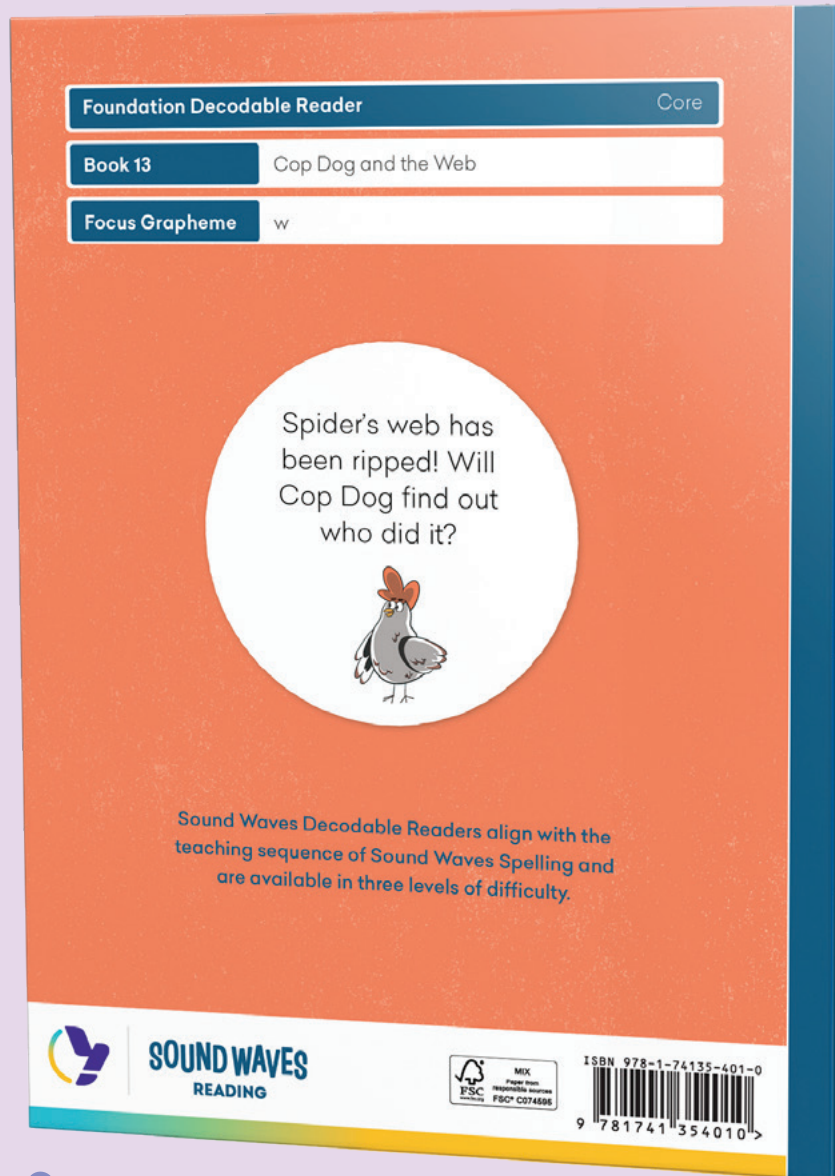
**Extended** CCVC, CVCC words 40–150 words

### Core Decodable Readers

Students need to be taught the graphemes **m, a, t, s, i, d, f, n, p, o** and **r** before reading the first book in the sequence.

No.	Focus Grapheme/s	Title	No.	Focus Grapheme/s	Title
1	r	<i>Rat!</i>	21	x	<i>Mick and Rex</i>
2	g	<i>Dot and Tig</i>	22	q, u	<i>Quick! Quick!</i>
3	e	<i>Red Pen</i>	23	ch	<i>Chad</i>
4	h	<i>Mop Top</i>	24	sh	<i>Sh!</i>
5	k	<i>The Kit</i>	25	th	<i>The King</i>
6	c	<i>Mac and Tic Tac</i>	26	th	<i>Chop Chop</i>
7	u	<i>I am Gus</i>	27	ai, ay, a_e	<i>Dane</i>
8	b	<i>Bam!</i>	28	ee, e, ea	<i>A Big Job</i>
9	l	<i>The Bug</i>	29	i_e, y	<i>My Job at the Mine</i>
10	j	<i>On the Mat</i>	30	oa, o_e, o	<i>Wet Day</i>
11	y	<i>Am I a ...?</i>	31	ar	<i>The Farm</i>
12	v	<i>Tom Cat</i>	32	ir, ur	<i>A Girl and a Bird</i>
13	w	<i>Cop Dog and the Web</i>	33	or, a	<i>North Beach</i>
14	z	<i>The Big Top</i>	34	oo, u	<i>Could You? Would You?</i>
15	ck	<i>My Duck</i>	35	oo	<i>Full Moon</i>
16	ng	<i>The Bip Bop Gang</i>	36	ou, ow	<i>My House</i>
17	ss	<i>Ring Toss</i>	37	oy	<i>Bok Choy</i>
18	ff	<i>Off to See Pop</i>	38	ear	<i>My Job at the Sheep Farm</i>
19	ll	<i>The Hill</i>	39	air	<i>Where am I?</i>
20	zz, s	<i>Is it a ...?</i>	40	er	<i>My Teacher</i>

*Cop Dog and the Web* contains 91 words.



## Want more?

Visit [www.fireflyeducation.com.au](http://www.fireflyeducation.com.au) to:

### View other sample books

Be sure to check out other support, core and extended titles to get a real sense of what Sound Waves Decodable Readers has to offer.

### Download the scope and sequence

See how the Sound Waves Decodable Readers perfectly align with the systematic teaching sequence in Sound Waves Spelling.

### Speak with a consultant

Want to speak to someone in the know? Our education consultants are all former classroom teachers and are only a phone call, email or visit away.

